

Story Steps

Listen for story details, then plan a story of your own.

1.P.EICC.2.a "Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 HEAR IT _____

a	cap	map	cup
b	hill	bell	pond
c	sand	star	pond

2 PLAN IT _____

Who	
Where	
End	

HOW TO RUN THIS PAGE

Read the short story aloud once, then repeat each row prompt and let students circle a word they heard. In Part 2, students orally create a real or imagined story and write one short planning word for each story part.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • HEAR IT

SAY “Listen to this story: “Nia had a small map. She walked up a hill. At the top, she spotted a pond.” Listen to each question, then circle the word that answers it.”

ROW	SAY	STUDENTS CIRCLE
a	Which word did you hear for what Nia had: cap, map, or cup?	map
b	Which word did you hear for where Nia walked: hill, bell, or pond?	hill
c	Which word did you hear for what Nia spotted: sand, star, or pond?	pond

PART 2 • PLAN IT

SAY “Think of a real or made-up story. Say your story softly, telling who is in it, where it happens, and how it ends. What short word will you write in each box to help you remember your story?”

- Box 1 (beside Who): **A short word naming a character or person in the student's story.**
- Box 2 (beside Where): **A short word naming a place in the student's story.**
- Box 3 (beside End): **A short word naming or suggesting the story's ending.**

WHAT TO ACCEPT

Part 1 answers are map, hill, pond. In Part 2, accept inventive spelling and any relevant short word if the student can explain how it fits the story they orally tell.